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ABSTRACT

The Institute was designed to educate twenty superior college graduates in the fundamentals of librarianship and the theory and practice of archival work. Besides the core curriculum in Librarianship, four especially designed courses in archival work were given. The Seminar on History, Development, and Character, of Archives discussed the historical development of records keeping including writing paper, methods and collections; archival resources; and physical preservation and restoration. The Seminar in Legal Significance and Use of Records investigated legal control of the administrative processes affecting records within government, business, and institutions. Records Management and Information Systems emphasized quality and simplification. The workshop was spent in archival establishments in individual in-service situations, specifically arranged to best suit the interests and capacity of each participant. Participants received credit toward the Master of Library Science Degree. (For papers prepared for this Institute see LI 002963 through LI 002976). (Author/NH)

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FINAL REPORT

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AN INSTITUTE FOR TRAINING IN LIBRARIANSHIP

(Under Title II, Part B, Higher Education Act of 1965, Public Law 89-329, as amended)

AN INSTITUTE IN ARCHIVAL LIBRARIANSHIP

Held at the University of Oregon, Eugene
September 22, 1969 - August 14, 1970
Perry D. Morrison, Director
David C. Duniway, Associate Director
School of Librarianship
University of Oregon
Eugene, Oregon

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I SUMMARY

The 1969-1970 Institute in Archival Librarianship at the University of Oregon was held for four quarters in conjunction with the regular program of the School of Librarianship. It was financed by a grant under Title II, Part B of the Higher Education Act of 1969, Public Law 89-329, as amended.

From the inception of the School of Librarianship in 1966, the late Dean LeRoy C. Merritt had taken an interest in archives, and a summer course in the subject had been offered first by William F. Schmidt, Archivist of Oregon State University, and then by Barbara Fisher, Archivist of the University of Oregon. The need for expanded training was explored by a Committee to Consider Curriculum for Education for Archivists, convened on July 19, 1968 by Dean Merritt at the Library of Oregon State University, Corvallis. Considered were recommendations on education of American archivists which had been published in the American Archivist in April 1966 and April 1968. Topics discussed included the need for the training, possible relationship to the University of Oregon School of Librarianship, educational prerequisites, the degree to be awarded, staffing, budget, and the content of the curriculum from the point of view of both libraries and archives. The resulting data was used as the basis of the proposal to the U.S. Department of Health, Education and Welfare, U.S. Office of Education, which provided financing for the Institute.

Twenty participants and ten alternates were selected from thirty-five applications received from throughout the nation, and seventeen participants and three alternates accepted. Stipends were paid each participant at the rate of $75 per week, plus $15 a week for each dependent. No tuition or university fees were charged. The participants were responsible for their own travel to Eugene, housing, meals, textbooks, supplies and incidental expenses. They spent the summer quarter as interns in archival institutions in the San Francisco area, and their travel from Eugene to San Francisco and return was paid. All but three received the Master of Library Science degree in August, and two others will receive their degrees in December, since they failed to apply for graduation in time.

The Institute was directed by Dean LeRoy Charles Merritt (and, after his death on May 22, 1970, by Perry D. Morrison, Acting Dean). David C. Duniway, for 24 years Oregon State Archivist, took a year's leave from the Oregon State Library to serve as Associate Director. His duties included holding of seminars in both Eugene and the San Francisco Bay Area, arranging various field trips and handling other administrative duties. Miss Elizabeth Findly, of the University of Oregon Library, was added to the staff to teach reference and ease the load on the regular staff of the School of Librarianship, and Mrs. Donna Kent served as Secretary.

For the winter quarter, the students studied records in the Eugene area, and 14 institutions and agencies where the records were located served as their hosts. During the summer, the internship program involved 13 archival institutions in the San Francisco area. Field trips were taken to Corvallis, Salem and Portland in Oregon, and to Berkeley, Sacramento, San Francisco, San Jose, Los Gatos and Stanford in California.

In addition to the core training in Librarianship, the seminars under Mr. Duniway were designed to introduce the students to various types of archives, varying administrative problems, the nature and legal values of records, and problems inherent in their creation. During the first quarter, after a few introductory lectures, each student studied and reported (in accordance with the seminar technique) on the nature of one archival agency and its administrative problems. During the second quarter, the students investigated the legal basis of specific records, surveyed the files in Eugene, and reported on their significance to the class. The third quarter was devoted to an appraisal of the Records Management Handbooks of the National Archives. Field trips demonstrated the nature of archives, and the final intern experience in the San Francisco area rounded out the training. The program followed the outline of the announcement of the Institute (Appendix A) except for the placement for the summer internships. The concentration of students in the San Francisco area, where continued seminars were possible, was suggested by the students themselves.

Acknowledgements of contributions from outside the University will appear in the detailed discussion which follows. Special thanks are due, however, to the staffs of the School of Librarianship and the University Library under the direction of Carl Hintz:

The Institute was the brainchild of the late Dean LeRoy C. Merritt. His enthusiastic support guided it through three quarters, and he would like to have seen the experiment continued and made a permanent part of the School of Librarianship program.

After the death of Dean Merritt, Perry D. Morrison took his place as mentor for the summer quarter.

Mrs. Clara Hall, Secretary for the School, handled the technical paperwork and the administration of many housekeeping functions which arose as the Institute developed. After September 1969, she was assisted by Mr. Donna Kent, Secretary for the Institute, who handled more and more of the paperwork. They both had able clerical help.

Faculty members of the School of Librarianship who offered core courses frequently found their teaching affected by archival students concerned with handling non-book materials. A SEARCH* course to consider the education of librarians was greatly influenced by the participation of students from the Institute. The cooperation and interest of the faculty in the archives program is much appreciated:

John P. Comaromi
Elizabeth Findly
Robert E. Kemper
LeRoy C. Merritt
Perry D. Morrison
Ione F. Pierron

The University Archivist, Miss Barbara Fisher, shared offices with Mr. Duniway and many students came to her for advice and assistance. In addition she participated in the final evaluation and review at the end of the third quarter.

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* This course was organized under an all-University student-faculty project. SEARCH is an acronym for Student Exploratory Action Regarding Curricular Heterodoxy.

The Library staff of the University, under Dr. Carl Hintz, Director, did much to facilitate the Institute. Particular thanks are due to Mr. Richard Heinzkill of the Humanities Division for his help in gathering materials.

Research assistance was furnished Mr. Duniway first by William DeCosta and then by Cheryl Wainer, students in the School of Librarianship

II PARTICIPANTS

The participants included ten history majors, three art, three English, two anthropology, one music and one math. Three of the history majors had had experience in historical manuscripts or in libraries, while one art and one English major had worked in manuscripts, and six others had library experience. Those who lacked a background in history were required to take supporting courses in that subject. Others amplified their library training, or took subjects which seemed best to supplement their training.

Upon completion of the Institute, two of the participants returned to their original institutions to work in University archives, one to Washington State University and the other to the University of Utah. Before the end of the Institute, ten other students were placed. Of the twelve, eight secured manuscript or archival positions and four were placed in libraries. Those not yet placed include one man slated for military service, and three wives who are limited in their employment possibilities by their husband's location. One young lady took a vacation before seeking employment in a music archives or library. Only two are still actively seeking archival jobs, and there are several possibilities to be explored. Of the four in library positions, one will be in a history room, and two are to be in positions where it is hoped that an archives will develop.

It was interesting to note that the men involved went on all field trips, and took advantage of all opportunities to learn more about archives and records. On the other hand, two of the women were particularly conscientious about their summer assignments and the completion of projects took precedence over field trips.

It is also important to note that all eight men and seven of the women were married, and could not have taken the training without the help of Federal stipends.

III CLASS PROGRAM

The fall quarter produced a series of significant papers on the archival institution of the United States. They illustrated their varied nature and the administrative problems which they face. One of the papers, "Film: An Archival Problem" by Sandra Lopez, was published in the Spring 1970 issue of the PNLA Quarterly (vol. 24, no. 3, p. 15-20), a number featuring student writing. The same issue contained a report by David Horn, also a participant, "Archival Training," which described the program and discussed the need for training archivists in the United States (ibid. 11-13). The syllabus illustrates the variety of the studies undertaken (Appendix B). For the first series of papers, students were organized in teams, and their presentations were interrelated. Since much work in an archives is cooperative in

nature, it was felt that this approach would help prepare them for similar projects wherever they worked. The second and third papers were likewise divided between teams which had been reconstituted, so that the same people did not work together. Initial bibliographies were based upon the work of Frank Evans at the National Archives, but later bibliographies were shortened by the student teams to include only the most significant items.

The winter quarter involved the Eugene Community (Syllabus, Appendix C). For the first time, students met records, and had an opportunity to study their nature and origins, and to appraise them for use. Six students worked with county records, four with school records, six with church records, and four with city or local records. Initially the Oregon statutes, church histories, and city ordinances were examined to provide a historical perspective for each record group, and then the students visited the government agency, school, or church to study the records. The greatest problems arose with school and church records. At issue were claims of confidentiality, which in the case of public records could have been contested before the courts. In certain cases, this problem was solved by the removal of names and identifying information from all records which were reproduced for the seminar reports. One school district did not agree to the study until it was too late, and work was therefore done elsewhere. In the case of church records, it was easier to obtain cooperation from episcopally organized churches than from congregationally organized churches. In the one church of the latter type, there was a problem involving custody of the old records which was never solved. Cooperation of the following agencies and institutions was very much appreciated:

County Records Mr. Don Penfold, County Clerk	
Marriage and Divorce Records	Susan Sudduth
Elections and Voter Registration	Glenn Mason
Probate and Guardianships	Leigh Barry
Court Dockets	Caroline Gallacci
Deeds, Mortgages and Titles	Jay Rea
Lane County Assessor's Office Mr. John Parkhurst	JeriLynn Burger
School Records	
Springfield School District #19 Mrs. Dorotha Fullerton	Sherry Cunningham William Tietjen
Lane County Intermediate Education District Mrs. Evelyn McKenzie	Jessica Schar
University of Oregon Registrar's Office Mr. Donald E. Rhoades, Registrar	Sandra Lopez

Church Records

St. Mary's Catholic Church, Eugene Miss Elizabeth Smith, Chancery Office Portland, Oregon	David Horn
First Methodist Church The Reverend H.E. Richards	Lisle Brown
Central Presbyterian Church Dr. Norman Pott	Charles Palm
Central Lutheran Church The Reverend Philip Natwick	Arleen Axtell
First Baptist Church The Reverend Jack McArthur	Elizabeth Mitchelmore
St. Mary's Episcopal Church The Reverend Don B. Walster	Terry Abraham

City and Local Records

Eugene Water and Electric Board Mr. Harold King	Judith Combs
Eugene Police Department Captain Dale Allen	Patricia Harlan
Building and Safety Division Department of Public Works Mr. E. C. Mortier	John Webb
Sacred Heart Hospital Mrs. Dorothy Wolfe	Carol Pratt

Since Eugene is a medium-sized city, and it is hard-pressed to provide laboratory experiences for all sorts of student training, the spring quarter was therefore confined to work in the classroom and field trips in Oregon. In a very large city area, records management could have been presented more forcibly through practical experiences (Syllabus, Appendix D). As it was, the National Archives Records Management Handbooks furnished the students with practical problems in records keeping and current records ideology. Although ordered from the Superintendent of Documents, the Handbooks for the classes were late in being delivered, and to some extent this quarter was not as effective as it should have been. The National Archives Federal Records Center at Sand Point, Seattle, through its staff, came to our rescue and provided a few sets of the publications for circulation among the students. For this service, we are particularly beholden to Paul Kohl and Robert Cornell.

Field trips, spring quarter:

Corvallis: Oregon State University Archives
Oregon State University microfilm program
Mrs. Sally Wilson, Archivist

Salem: Oregon State Archives and Records Center

Portland: Oregon Historical Society
Millard McClung, Librarian

Pacific Northwest Bell Records Center
Preston Bailey, Treasurer

IV SUMMER INTERNSHIPS

The Associate Director made two trips to San Francisco to arrange for the summer internships in a variety of records centers in that area. The following is a list of the institutions that served as enthusiastic hosts to the Institute participants:

Bank of California Miss Barbara Barton, Librarian	Judith Combs
California Historical Society Peter Evans, Librarian	Terry Abraham Sandra Lopez Susan Sudduth
Federal Records Center Harold Elliott, Director Reed Abel, Archivist	David Horn John Webb
Hoover Institution Franz G. Lassner, Director of Archives	Lisle Brown Charles Palm
Metropolitan Life Thomas V. Malonet, Manager Steve Van Scyoc, Supervisor of Records Administration Boyd Braithwaite	Jay Rea
San Francisco Public Library Mrs. Gladys Hansen, Special Collections	William Tietjen
Bank of America O. G. Wilson, Archivist	Carol Pratt
Society of California Pioneers Philip J. Welchman, Executive Director	Glenn Mason

Stanford University Libraries Julius Barclay, Special Collections Oswalda Devoe, Special Collections Ralph Hansen, University Archivist Patricia Palmer, Manuscripts Collection	Sherry Cunningham (Special Collections) Arleen Axtell (University Archives) Elizabeth Mitchelmore (Manuscripts)
Sutro Library Richard Dillon, Librarian	Patricia Harlan Jessica Schar
University of California Bancroft Library Mrs. Willa Baum, Regional Oral History Office James D. Hart, Director	Caroline Gallacci
University of California Music Library Vincent Duckles	Leigh Barry
Wells Fargo Bank Edward Munger, Vice President John Conlon, Vice President - Retired Mrs. Irene Neasham, Wells Fargo Room	JeriLynn Burger

The students arranged for their own housing. Eleven of them lived in a Student Co-op house in Berkeley with their wives, husbands, and children. It was an archival commune. Two others were privileged to live in the home of a member of the California Historical Society in San Francisco, serving as house sitters during the owner's absence. The five students who interned at Stanford lived in the Palo Alto area. The Associate Director was delayed in joining the students by illness, but he spent a month at the house in Berkeley.

During Mr. Duniway's absence, Mr. A. Reed Abel, Archivist of the Federal Records Center in San Francisco, assisted the students in the day-to-day operation of the Institute. He arranged a meeting of the students with Dr. James B. Rhoads, Archivist of the United States. Mr. Abel's office served generally as a planning center for much of the summer seminar. He, and a trainee from his staff, also joined the participants on field trips to Sacramento and San Jose, providing transportation for half of them.

Of the greatest value were the sessions which were arranged for the students in various institutions and at the house in Berkeley. The following are seminars sessions during the summer internship program:

July 27 - University of California-Berkeley, the Bancroft Library: John Barr Tompkins discussed its history and its collection policies. Afternoon session at house: Dr. Vincent Duckles, Librarian of the University Library of Music, described the special materials which make up a music library.

August 3 - San Francisco, Wells Fargo Bank History Room with Mrs. Irene Neasham, and Sanders-Diebold microfilm system for Master Charge records. Afternoon session at Metropolitan Life Insurance Company Records Center, Boyd Braithwaite and Steve Van Scyoc: Tour of microfilm laboratory and discussion of the significance of a business archives.

August 7 - Sacramento, California State Archives, Dr. William Davis, David Snyder, and Will Lange: For tour of the archives and visit to laboratory where records are repaired through lamination. Afternoon session on records management with Robert Woodall, Chief of the State Records Service.

August 10 - Berkeley house: Peter Evans, Librarian of the California Historical Society, discussed the functions of a historical society. In the afternoon, Dr. Elliot Evans, Curator, Society of California Pioneers, discussed problems of iconography.

August 11 - San Jose: Visited IBM Educational Research Center, where Dr. Allen Warheit discussed the uses of computers in libraries; all visitors were treated to a free lunch. Afternoon: Visit to Los Gatos, Advanced Systems Development Division, where Miss Marjorie Griffin demonstrated the on-line use of computers in a library.

August 12 - Stanford University, Hoover Library: Dr. Franz Lassner described the history of the institution and took the class on tour. Ralph Hansen, University Archivist, and Mrs. Patricia Palmer discussed the history and functions of the University Archives. Visit to Precision Instrument: Donald E. Bush, Marketing Product Manager, discussed the development of the UNICON, a Laser Recording Mass Memory System, and took the students on tour to see the first model undergoing final testing.

Insofar as the house in Berkeley is concerned, special thanks are due to the officials of the Students University Co-op and to the husbands and wives of participants who did so much to keep the house functioning.

V STUDENT CLASS EVALUATION

Forms were distributed to participants asking them to evaluate their experience in the seminar (Appendix E). There were fourteen replies out of the possible twenty, and only two indicated that the students had not redefined their interests as a result of the Institute. Both of those were already oriented toward manuscripts or archives. Of the six who were interested initially in librarianship, only two were still interested in specific phases of library work, and these interests were their second choice--reference or cataloging. This redefinition of interest indicated an attraction to work with historical society manuscripts or an academic archives rather than governmental or business archives. (See chart, Appendix F.)

The seminar approach to teaching was unanimously endorsed for graduate training, and the relationship of the seminar to archives was recognized by all but one student, with five giving it the highest rating. The cooperative aspects of the work were found to be effective by all but four students, with seven giving it the highest rating. There was a more even division over the comprehensive character of the training, the level of group interest, and the relationship of the course to records management. (See charts, Appendix G.)

The students were asked to define their major objectives in participating in the Institute. A theme which is reflected in all but one answer is "Education in archival techniques and introduction to nature of archival institutions." This

tends, however, to be evenly divided between the concepts of archives and manuscripts. The varying practices and semantical approach of the institutions which they studied could only have led to this dichotomy. Perhaps some of the unique goals are more suggestive of the motivation which made the seminar such a stimulating experience. One felt the need for "Uniform training of a new body of professionals in the field," and another expected to "Meet a societal need for trained and employable archivists--from my point of view this would mean purposeful employment." Four other students were also concerned with the need to be able "to compete for positions in the archives and manuscript fields." Perhaps related was the need, recognized by four students, to have the MLS. Only three others were concerned with librarianship, three with records management, and two with legal problems involving records. One, probably experienced in library practices, found this an opportunity to "Renew myself intellectually by a year of study and contact with people in the new spirit of university life."

The students were also asked to indicate the extent to which their objectives were accomplished. Only six out of fourteen indicated failures of fulfillment of any goals, and, of those, only three defined more than one goal which had not been achieved. Three felt that the technical training in the arranging of manuscripts or archives was deficient, two feared that the relationship of library principles to archives had not been established, one wanted more practical experience during the seminar, one felt that the relationship of archives and records management needed more emphasis, and the student who sought renewal of himself was disappointed.

The students were asked to comment on the strong points of the seminar, the weak points, and those on which they were of divided mind. Two points which seven students found to be strong were the field work done in the winter quarter and the character of their fellow students. As characterized by one student, there was "A large percentage of independent thinkers and do-ers, (which was probably one principal factor in the problems the school had). Many of the institute students profoundly hated being led by the hand." Five students appreciated the preparation of the papers for the first quarter. Three of the students approved of the generous stipends that had made the year possible, and three others felt it was important to have had an experienced professional in charge. Two enjoyed the interrelationship between reading, discussion, and reports. One appreciated "the insistence on getting a degree" and the availability of all papers and reports. The latter was possible because all reports had been prepared in duplicate. Finally, one student summarized with these comments: "I would like to think that the Institute was particularly strong in the area of introduction and elaboration of principles and practices as related to technique."

The same student summarized the weak points in the seminar:

> "I have some doubts about the practical experience of the second quarter, and the lack of practicality about the third quarter. I suppose it springs from getting a taste of practical experience and not really being able to put it all together. Third quarter we seemed to be doing very little in comparison to the first two quarters. I felt the institute was especially weak in the fields of automation, mechanization of techniques and information retrieval. Many of us, I think, tried to merge the objectives of third quarter automation in libraries with our records management knowledge, in an attempt to make that quarter more meaningful. Perhaps this is a responsibility of the student. But I think that we gathered something from the bits and pieces of automated techniques that were presented over three quarters."

A major problem which six students recognized was the failure of the third quarter on records management to be as effective as the other quarters. Although criticism was of many points, it was the lack of practical experience that made this quarter so weak. The students needed to be challenged with actual problems in applying the principles of records management. A second problem which five students recognized was the difficulty in handling such a large seminar. Sometimes there wasn't enough time for reports. Sometimes students had not prepared themselves to participate. There were also problems arising from the fact that the professor had not taught before, and organization within the seminar was incomplete. One student questioned exams, another felt that there should have been more preparation for field trips, while another found the field trips tiring. One student who is manuscript-oriented felt that the archival approach to manuscripts was not enough, and that more detailed cataloging and analysis techniques should have been emphasized. One student didn't feel that cooperative ventures were satisfactory.

Part of the problems which arose resulted from the experimental nature of the course. There were unexpected difficulties at times when the professor assumed that the groundwork had been completed. Furthermore, due to the temporary nature of the Institute, the professor commuted from Salem to Eugene, and a minimum of two days a week on campus may not have been adequate.

Perhaps the biggest reaction related to the core training in librarianship, which the the participants were asked to evaluate. Numerically, four graded the core curriculum low, five medium, and five high. In their narrative, four felt it was "too rigid." As one said:

> "The Institute on the whole was probably too structural. Most of the students were high caliber, and we should have been given more freedom to construct our own individual programs. Having to take the whole library core curriculum put us all in the same mold, stifled initiative, and frustrated quite a few of us. Several professors indicated that they would have been glad to set up special courses (in cataloging and automation for example) for the archives students, and this probably should have been done. One of the main problems with the whole Institute was that it seemed to us that all the implications of such a program had not been fully thought through before the program began. Forcing 20 supposedly hand-picked, bright graduate students to take 11 required courses in three quarters seems to me to be poor planning."

The students were asked to recommend changes in training for any future archival students in a library school situation. The students felt that Bibliography and Reference was the most useful and eight approved of Advanced Bibliography and Reference. As characterized by one student, they were "invaluable to someone who will be asked to locate information on numerous and various subjects." The first quarter of Cataloging and Classification was appreciated by seven students and four students each approved of Advanced Cataloging and Classification, Automation, and Research. Again the same student pointed out that "Cataloguing-- provided useful techniques and principles that could be applied in some archival situations (e.g., filing techniques, main and added entry concepts)." Other courses found scattered approval. One student, who found valuable courses not appreciated by others derived that value from the research assignments, or his own ability to teach himself through writing papers. Only one student felt that the library training was totally useless, but six felt that Library in Society should be incorporated in other courses, omitted or changed in its emphasis. Four would omit Advanced Cataloging and Classification from the core curriculum, four would omit Automation, three Advanced Bibliography and Reference, and two Research.

In appraising the core courses, the previously quoted student was perhaps the fairest:

> "Given the present curricula at U of O, I would not omit any of them. Nearly all of them as a matter of fact accommodated the students in the Institute well; I was able to relate nearly all the major projects required in these courses to archives. Admittedly, some of the teaching was sloppy, but for a young library school not bad. To have given up the M.L.S. degree for courses outside the library school would have been a mistake both for the school and the student. The school must justify itself to the University by the enrollment in its curricula, and the student needs the M.L.S. degree to find employment (libraries constitute the greatest number of archives after all). I say, first things first, which means training that is both relevant and employable. Taking courses that are just relevant would mean at least one additional year of course work.
>
> "I would like to see more library school courses that an archives student would find useful, such as a course in cataloguing special collections (like photographs) or a course in indexing.
>
> "...The essential training ought to be in archives management and library science, and one year allows only for the essential. Archives is basically a service profession; archivists manage knowledge, they do not create it. Therefore they ought to ally themselves first with the profession that is involved in that same function. I think however, that library schools eventually must try to do more to accommodate archival training. Perhaps, a second "core" curriculum could be established. Instead of two quarters of Reference and Bibliography or Cataloguing, for example there could be one. This would allow room for other library courses especially relevant to archives (e.g. courses in indexing, in museum management, or in cataloguing special collections) or additional courses outside the library school such as a course in political science, history, business administration, or law. However, enough library training to qualify people for the M.L.S. should be insisted upon."

In suggesting supplementary or different training, one student in particular disagreed with the above point of view, after endorsing only Bibliography and Reference and Cataloging:

> "First of all, I question very seriously the policy of uniting archival study with library school. I feel that they have common bonds, but should not be joined for an entire year.... As we discussed this question with Dr. Rhoads many of us came to the conclusion that an archivist should have an advanced knowledge in a particular area, and proceed to apply archives to it. Library Science could be considered a sideline. The practical techniques of cataloging are useful, but the entire curriculum normally offered in a graduate library school is not relevant to the archival student."

Courses suggested as possible additions to archival training, included historical research methods; government structure, organization, and records; business procedures; indexing with emphasis on automation; laws; and manuscripts and special collections. One student felt candidates should all be required to have training in history, one suggested a fifth term to allow for more classes, and the need for an interdisciplinary approach is emphasized again and again. One student had the feeling that "the archivist was essentially something else first (scientist,

economist, historian) and librarian second." Another felt that the library science program at the University of Oregon needs to be inte disciplinary:

> "I think that we (librarians) are going to have to think more of our work in terms of a business, with all its economic and sociological problems, not to mention historical ones. Library Science needs desperately to draw on the knowledge of other fields, and not isolate itself. One could probably think of Library Science as a profession, were it to embody the knowledge of other fields.... More so than Library Science, Archival practice must, I feel, continually draw upon other areas, and I think we have seen this illustrated in the field of Records Management which is kind to Archives."

VI INTERNSHIP EVALUATION

In order to evaluate the summer internship program in the San Francisco area, both students and the participating institutions were asked to evaluate and characterize their experience (Appendix H). Thirteen students replied and all twenty evaluations were received from the thirteen host institutions. Interestingly enough, most students felt that their major objectives had been achieved. One student felt that there was a sharp distinction between the principles learned in seminars and real projects: "Nothing I had studied had me prepared for the uniqueness and functions I found in the Archives. I learned first that archives are individual creations of their curators. Theories and techniques we studied in seminars often were not used or were obviously altered to fit the situation...." Two of the students assigned to rare book collections found that their assignments were essentially library-oriented, and not archival. A student interested in problems of photographic collections had hoped to learn about the preservation and history of types of photographs, but because she was as well informed as those with whom she worked, she was disappointed. Another student was disappointed to find that "some of the historical organizations for which we worked had no control, etc. over their materials." But he felt "...that perhaps that fact was one of the most important we could have learned." Aside from these difficulties, student after student expressed his satisfaction with the summer program, and the variety of work to which he was exposed.

Similarly, the institutions were all greatly pleased with their interns. One can sample their approbation: "The quality of their work was, in both cases, excellent!" "We are very appreciative of the work...done for us." "Delighted to have her here this summer." "In my opinion this successful experiment should be continued routinel for gifted students." "Due to the excellence of her initiative, judgement, and personal attitude, her overall performance on this assignment has been outstanding." And:

> "I find it difficult to express adequately how much I appreciate and value the work done at our library this summer by.... The best I can say is that their efforts have produced the most significant results of any work done during my one year of experience as Librarian for the Society. It will require a considerable degree of effort simply to capitalize on the excellent foundations which they have prepared for future work in the manuscript and photograph collections. If the rest of your students have done as well as these, your program must be rated as an unqualified success."

That this appreciation was reciprocated by the students is illustrated by the following:

"In summation the work has been very valuable. A variety of types of materials and collections were handled, the strength of adequate appraisal was clearly demonstrated, and the pitfalls of subject arrangement of archives was extremely evident. The photographic work was extremely helpful, and I hope practical to the Archives. The demonstration of previously learned archival techniques was evident, and the need of training and education in archival procedures and philosophy was seen. It was a worthwhile experience."

VII EVALUATION BY THE STAFF

In order to round out the evaluations from all points of view, the staff of the School of Librarianship were asked to comment on the Institute. They were asked the following questions:

1) To what extent do you believe that training in librarianship within your specialities would be of assistance to the would-be archivists?

2) To what extent did the archival students make a special contribution to your classes and your work?

3) What do you feel are the major problems in fitting the training of archivists into a school of librarianship?

Only three replies were received, and they deserve to be quoted in full.

Miss Barbara Fisher, Archivist, University of Oregon:

"1. As archivist of the University of Oregon and your informal associate over the year 1969-70, I have been in a position to observe the Archival Institute only from the sidelines. I have not directly observed the impact of the librarianship curriculum on the students. From informal conversation with them, however, I have gathered that curriculum library courses are of value, particularly in establishing similarities and differences between our two distinct professions: librarianship and archival administration. The courses which I refer to are: Bibliography and Reference, Library in Society, Government Publications, Academic Libraries, Literature of the Humanities, Sciences, and the Social Sciences. The students cited to me on more than one occasion that outside of librarianship courses they felt a need for course work in administrative history, administrative law, and general history.

"2. I participated in the Institute purely in an advisory capacity, but I was privileged to participate in the final oral review. In addition, I was able to provide some help in assisting the Library to improve its holdings in archival reference sources.

"3. The major problem in the training of archivists within the training format of the School of Librarianship is that archival work and library work are, in actuality, two vastly different professions. In a sense, archival

training needs its own supporting core curriculum which should include:

1. History of the law and legal records
2. Administrative law
3. Business record systems
4. General period history courses
5. Administrative history: history of corporations
6. History of governments; municipal, state, federal
7. History of libraries, private and public
8. Historiography: historical methodology and historians
9. Psychology of group behavior; particularly the behavior of incorporated groups
10. Communications and media
11. Languages: particularly French and German
12. Information retrieval
13. Copying and duplication; history and technology"

Carl W. Hintz, Librarian, University of Oregon:

"1. Since the "History of the Book" is in many respects a history of communication and the part which the record of man's experience has played in society I naturally think it is of some importance to would-be archivists. One of the major differences between underdeveloped and developed, between savagery and civilization, between ignorance and culture, is the extent to which societies have produced and preserved the record.

"2. The principal contribution made by the archival students in my class came from the fact that they were a highly selected group. They were more mature and better educated than the run-of-the-mill student. As a result, they were capable of better work.

"3. The major problem, as I see it, is whether sufficient archival training and sufficient librarianship can be crammed into one calendar year.

"My overall reaction is that the Institute was a most successful one. I hope it will serve as a pilot model for further activities along this line."

Perry D. Morrison, Acting Dean, School of Librarianship:

"1. Usefulness of librarianship training to would-be archivists: I fail to see the dichotomy between the two professions, they seem to me to be of the same cloth. Many of the Institute participants at first seemed to have the feeling that the practice of archival administration was somehow apart from, and superior to, the rest of the activity in the libraries or information centers in which the archives were located. They came to appreciate later on that in many, smaller institutions, the same person is often performing both types of work.

"Even if you do accept the dichotomy, which I consider false and unproductive, it seems obvious that archivists need to know about the contents and use of reference books and the techniques of reference service. Perhaps certain types of reference books and bibliographies are of more interest to archivists than others; but, similarly, some books are of more use to certain library specialists than others. As far as research is concerned, this course is not a course in librarianship as such--projects using archival administartion were encouraged.

"In both the archival and the librarianship side, there is resistance among some pragmatically oriented students to having to take a course in research. I hope both have come around to the realization that, even if they, themselves do not intend to do research, both groups must understand it if they are going to work in institutions where such activity is important--and this certainly includes archives. I was somewhat pleasantly surprised that the archival students were as interested in social science as in historical research methods.

"I am sorry that the schedule did not really permit the archival students to take the course in academic libraries (only one did). I think both types of student would have profited much from interchange of ideas. I suppose a majority of archives are located in college and university libraries, more often than not under the library administration. I feel that archives have been neglected by librarians until quite recently. To remedy this in part, I have always had an archivist talk to the class, but more should be done.

"No archivists took the literature of science course. I think this is unfortunate because this aspect of archives would seem to be growing faster than others because of the exponential growth of unpublished and quasi-published documentation in science and technology.

"2. The archival students made a definite contribution to my classes and to my own work. It is unfortunate that the other students tended to resent the archivists and consider them an elite and privileged group and thus to reject their contribution. There was some evidence of rejection by archivists of librarianship students' contribution in the same vein. I have always been interested in archival work (I published an article about the Historical Records Survey some years ago) and have been most interested in learning about new developments. As you know, I have published some of the papers from the archival seminars in the PNLA Quarterly. I regret the tension that developed, but despite this, I think both types of student were much enriched by the experience. I know that my own knowledge and understanding have been much enhanced.

"3. I have already alluded to the main problem--the elitist syndrome. Let's face it, the Institute participants were an elite group--specially selected, specially financed, and given a much-enriched program over the ordinary librarianship student. Some of the archivists assumed a superior attitude, but mostly the tension resulted from envy on the part of the ordinary students. I think that if archival administration were simply a specialty in a school of librarianship this tension would not develop. In this same vein, I am not certain that selection of participants based on academic achievement of so high an order as was used in this Institute is a good idea. This may be heresy, but I have a suspicion that a program having some very brilliant students and some with merely excellent academic records but other personality, experience and interest qualifications might make for a better balance. I think I'd temper the "excellence" aspect with a little "populism."

"Despite my criticism, I think the Institute was a spectacular success and that neither archival nor ordinary librarianship will ever be the same again. Certainly some of the leaders of both aspects will come from this

group--my hope is that these leaders will work toward a synthesis of archival, book, media and other types of librarianship. None of the special aspects are large enough to stand alone and, furthermore, each needs the other. Whether this synergistic approach will have been enhanced by this experiment, I don't know, but I hope so. The differences some would emphasize are in method and technique, not in philosophy or objective. Even in the methods field, I think some cross-fertilization has already taken place because of the Institute; and my hope is that this is but a start."

VIII CONCLUSION

Although application was made to continue the Institute, further funds were not obtainable, so this experience in archival education becomes an experiment isolated in time. Its fruit are the graduates, and their development and careers will be watched with great interest. A subsidiary dividend was the effect of the Institute on the School of Librarianship, coinciding as it did with general student unrest throughout the nation. There was a demand for relevance which challenged all concerned, and many of the comments which have been quoted relate to that challenge. Certain basic observations come out of this experience:

1. There is a difference between lecture and seminar instruction, which at the graduate level affects professional training. Graduate students entering the technical field of information control, be it through archives, libraries, or records management, need some lectures, and they should be so presented. On the other hand the work becomes meaningful through practical application, and the seminar, with assigned papers based on historical methods or work in records, is a bridge to needed experience.

2. A seminar of 20 students is too large, and a smaller seminar of ten to twelve (or perhaps two seminars that size) would have been justified. This needs to be balanced with the allowable work loads within the graduate school.

3. The seminar in archives cannot stand alone. The other courses in the School of Librarianship need to consider not only library but archival needs. Basic to any archival training are courses in Bibliography and Reference and in Cataloging, but perhaps the second quarter should be optional. Specialized courses in the control of non-book documents or objects through cataloging and indexing need to be developed. These would serve not just archives-oriented students, but students who are planning careers in the museum and historical interpretive world.

4. Because records management has developed as part of business administration, training in that field should be undertaken through that school. This would include courses in automation which are not only concerned with the manipulation of data, but its permanent preservation in usable form.

5. Since records involve problems of evidence and many records are of legal origin, a more meaningful study of the legal implications of records is needed. Perhaps such a course should be taught by someone in the Law School, not only for archivists but for historians.

6. For those students who are interested in service in governmental or institutional archives, a similar course is needed in government and institutional organization, development, and change. It should be of assistance in establishing standards for selection of permanent records which document the reasons why changes take place. Because of its broad implication for the political scientist, it should also be of value to students in that field.

7. Research techniques in all fields of learning are of interest to archivists in that they affect the uses and values of the records which they collect and administer. Any course in research needs, therefore, to broadly consider the problems of gathering data or information, and its use. Where students have not met such a course within their undergraduate training, it should be required. On the other hand, such a course might well be tailored to serve the various intellectual disciplines within the social sciences, so that it would serve students from many departments.

8. The summer internship program, with its seminars and field trips in the San Francisco area, served to round out the training for the Institute. The only unsatisfactory assignments from the point of view of archives were in two rare book collections. The internship experience suggests that perhaps a program for Archival training on the West Coast might better be developed in a large metropolitan or governmental city. Archival host institutions in the San Francisco area were much more able to profit from the service of interns than the host institutions and agencies that served as a laboratory for the students in the winter quarter. Similar practical experience in records management would have been possible in the larger metropolitan area, where they were not welcome in Eugene. The University in its other disciplines already leans too heavily upon the smaller community.

9. Since archives, libraries, museums, historical societies, and historical preservation projects are all concerned with the common problem of the management of knowledge, perhaps there should be an interrelated training program for the sciences auxilliary to the use and preservation of knowledge. Students planning to seek positions in each of these fields need the basic course outlined above. In addition, there are other subjects which need to be considered: problems in dating documentary and non-documentary materials, and a knowledge of the history of technology not only of books and paper, but in all the fields with which students may be involved. Problems of preservation become more and more complicated outside of the techniques that have been developed for paper. As records are created in more and more diverse non-paper forms, this will become an increasingly significant problem. Similarly, problems in interpretation, documentation, and editing or publication need to be considered for each of these fields.

10. Considering the need for undergraduate training which will simplify the training of students in fields outside of librarianship, a school would be justified in limiting its students to those who not only have a decent scholastic record and ability, but to those with training in history or the related social sciences. or compensatory experience. Stipends made possible the education of many of the students in this Institute, but perhaps they should be available on a more limited basis to those who need financial assistance.

11. Implied in all this is an interdisciplinary program which is theoretically possible at the University of Oregon, but would have its base in the School of Librarianship Master of Library Science program. It might eventually lead to a separate MLS degree in librarianship and in archives and auxiliary historical documentation.

1969-70 INSTITUTE IN ARCHIVAL LIBRARIANSHIP

at the School of Librarianship

University of Oregon, Eugene

An Institute in Archival Librarianhip for graduates of approved colleges and universities, preferably with a major in history, will be offered by the University of Oregon School of Librarianship under Title II, Part B of the Higher Education Act of 1965, Public Law 89-329, as amended.

Twenty participants and ten alternates will be selected on a nationwide basis. The Institute, in compliance with Title VI of the Civil Rights Act of 1964, will not discriminate on the basis of the race, sex, creed, color, or national origin of any participant.

Stipends will be paid to each participant at the rate of $75 per week, plus $15 a week for each dependent. No tuition and no university fees will be charged. Participants are responsible for their own travel, housing, meals, textbooks, supplies, and incidental expenses.

Participants will receive credit toward the Master of Library Science degree. However, there is no assurance that work toward the M.L.S. degree can be completed within the period of the Institute.

Objectives

This Institute is designed to educate twenty superior college graduates in the fundamentals of librarianship and the theory and practice of archival work. Participants not having substantial previous work in history will also study United States history. Those who complete the 44-week program may expect to find full-time positions in state and national archival establishments and in academic, church, and business organizations, including university and special libraries. Some of these will be dual positions where a knowledge of both librarianship and archival work will be invaluable.

Curriculum

The participant will carry a normal 4-course, 12 hours per term, load during the three terms of the academic year, and 9 hours in the 1970 Summer Session, for a total of 45 term hours. Those having little or no background in history will carry a 3-hour over-load in winter and spring terms. The 45 hours will include 24 hours (8 courses) of the core curriculum in Librarianship, as follows:

Lib 411 *Cataloging and Classification*. 3 hours.

Principles and practices of descriptive cataloging and subject analysis. Introduction to the Dewey Decimal Classification and the Library of Congress Classification. Duniway.

Lib 412 *Reference and Bibliography*. 3 hours.

Reference materials and bibliographical tools in the humanities, social sciences, and sciences. Duniway.

Lib 413 *Archives and Manuscripts*. 3 hours.

Archival principles and practices. Examines legal factors controlling record keeping, development of archival programs, and selection criteria for retention and destruction of records. Studies the rights of authorship and ownership in public records vs. private papers; current copyright and its development; restrictions on use of records and concept of confidential records; and donor relations for private manuscripts. Considers use of records as legal evidence, in administrative process, and in research. Research will be assigned in statutory problems, case studies of litigation, and the status of court interpretations. Duniway.

Lib 507 *Records Management and Information Systems*. 3 hours.

Management of records creation with emphasis on quality and simplification. Management of records use, source data automation, office information retrieval. Management of records disposition, inventorying and scheduling, archival selection principles. Place of records management in improving general management. Duniway.

Lib 508 *Workshop*. 9 hours.

Six of the eight weeks of the 1970 Summer Session will be spent by the 20 participants in archival establishments on the West Coast—perhaps as far inland as Salt Lake City and Denver—in individual in-service situations, specifically arranged by the associate director to best suit the interests and capacity of each participant. The final two weeks will be spent in Eugene in a joint evaluation of the field work experience and of the whole program. Duniway.

Participants without substantial undergraduate or graduate work in history will be required to take three courses in history, one during each of the three quarters of the academic year.

Administration and Faculty

Director LeRoy C. Merritt, Dean, School of Librarianship, University of Oregon

Associate Director David C. Duniway, Oregon State Archivist, Oregon State Library

Faculty

John P. Comaromi, Assistant Professor of Librarianship

David C. Duniway, Professor of Librarianship

Elizabeth Findly, Professor of Librarianship

Robert E. Kemper, Assistant Professor of Librarianship

LeRoy C. Merritt, Professor of Librarianship

Perry D. Morrison, Professor of Librarianship

Ione F. Pierron, Associate Professor of Librarianship

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The participant will carry a normal 4-course, 12 hours per term, load during the three terms of the academic year, and 9 hours in the 1970 Summer Session, for a total of 45 term hours. Those having little or no background in history will carry a 3-hour over-load in winter and spring terms. The 45 hours will include 24 hours (8 courses) of the core curriculum in Librarianship, as follows:

Lib 411 *Cataloging and Classification*

Lib 512 *Advanced Cataloging and Classification*

Lib 421 *Bibliography and Reference*

Lib 522 *Advanced Bibliography and Reference*

Lib 431 *Library in Society*

Lib 442 *Selection and Acquisition of Materials*

Lib 571 *Research in Librarianship*

Lib 572 *Library Automation*

Four specially designed courses in archival work will be taken in succession during the academic year and Summer Session:

Lib 507 *Seminar on History, Development, and Character of Archives.* 3 hours.

Historical development of records keeping including writing paper, methods and collections. Archival resources of the nation, the states, and local government. Academic, church, and business archives. Archival management and libraries. Provenance, arrangement, and description. Physical preservation and restoration. Building, equipment, and storage facilities. Duniway.

Lib 507 *Seminar in Legal Significance and Use of Records.* 3 hours.

Investigates legal control of the administrative processes affecting records within government, business, and institutions. Examines legal factors controlling record keeping, development of archival programs, and selection criteria for retention and destruction of records. Studies the rights of authorship and ownership in public records vs. private papers; current copyright and its development; restrictions on use of records and concept of confidential records; and donor relations for private manuscripts. Considers use of records as legal evidence, in administrative process, and in research. Research will be assigned in statutory problems, case studies of litigation, and the status of court interpretations. Duniway.

Lib 507 *Records Management and Information Systems.* 3 hours.

Management of records creation with emphasis on quality and simplification. Management of records use, source data automation, office information retrieval. Management of records disposition, inventorying and scheduling, archival selection principles. Place of records management in improving general management. Duniway.

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LeRoy C. Merritt, Professor of Librarianship
Perry D. Morrison, Professor of Librarianship
Ione F. Pierron, Associate Professor of Librarianship

Admission

1. Bachelor's degree with at least a 3.0 ("B") average.
2. Two college years of modern foreign language, either one year of two, or two years of one.
3. Satisfactory score on Graduate Record Examination Aptitude Test.
4. Three letters of reference written directly to the School of Librarianship.
5. An interview with the director, associate director, or designated representative.
6. One-page written statement setting forth motivation for applying, special qualifications, and professional objective.

Deadline for Applications: May 15, 1969

Participants and Alternates will be Notified: June 1, 1969

Deadline for Acceptance: July 1, 1969

Address inquiries and request for application forms to:

Dean LeRoy C. Merritt
School of Librarianship
University of Oregon
Eugene, Oregon 97403

APPENDIX B

School of Librarianship
University of Oregon
Fall - 1969

Lib 507
Seminar: Archives
Mr. Duniway

SYLLABUS

1. Scope and Contents:

Introduction to the nature of archives, their history and current concepts; analysis of existing archival resources, Federal, State, Library, Business, Institutional, and academic; analysis of administrative problems, organizational, technical, and reference.

2. Objectives of the Course:

To indicate the nature, significance and value of archives in modern society and its development from the past.

To study and compare archival resources of the nation, analysing historical origins, common and unique characteristics, and the significance of varying approaches to archival programs.

To provide a background for understanding administrative problems of archival agencies of various types, organization, legal, physical, and technical; comparing the effects of varying types of organizational programs and concepts.

To provide a working knowledge of the literature in the field in preparation for the following seminars.

3. Method of Course:

Formal lectures will be presented by the instructor for first sessions, with class discussion. Working in related teams, students will be assigned to study a type of archival institution, and each will report on its history and resources, and some phase of its administrative problems and technical processing. The schedule for

reports will match topic assignments. As a final assignment, teams will prepare texts of a document for publication or will plan an exhibit on a theme.

For each session, all students will be expected to have completed assigned reading, since oral reports and discussion will be based upon the reading.

All oral reports will be limited in time, and should be a condensation of a written report.

The course will conclude with an open book examination.

4. Texts:

T. R. Schellenberg, Modern Archives; Principles and Techniques (Chicago: University of Chicago Press, 1964).

T. R. Schellenberg, The Management of Archives (New York; Columbia University Press, 1966).

Select bibliographies and outlines will be provided on topics as they are scheduled.

5. Outline of Topics:

Meeting No.

1. Sept. 30 - Introduction - definitions and bibliographical aids.
2. Oct. 2 - Purpose and history of Archives in the West.
3. Oct. 6 - Archival relationships: archivist, librarian, manuscript curator, museum curator, collector, social scientist, etc.
4. Oct. 9 - No class. Student teams will be developing their initial reports.
5. Oct. 14 - National archives and resources.

6. Oct. 16 - State and local archives and resources.
7. Oct. 21 - Libraries, historical societies, and resources.
8. Oct. 23 - Business, church archives, and resources.
9. Oct. 28 - Academic archives and resources.
10. Oct. 30 - Problems of administration, legal basis, procedures, organization, etc.
11. Nov. 4 - Archival budgeting, staffing, housing and equipment.
12. Nov. 6 - The relation of archives to active record offices.
13. Nov. 11 - Records appraisal practices and theory.
14. Nov. 13 - Accessioning and preservation of records.
15. Nov. 18 - Arrangement of records.
16. Nov. 20 - Description of records.
17. Nov. 25 - Special materials: maps, still pictures, sound recordings, etc.
18. Dec. 2 - Manuscripts and private papers.
19. Dec. 4 - Reference service.
20. Dec. 9 - Publication, duplication, and exhibits.
21. Dec. 11 - Final review.

6. Team Assignments:

4 students will be assigned to each of the following teams:

a. Federal records; Library of Congress, National Archives, Presidential libraries, and Federal Records Center.

b. State and local archives: Maryland or North Carolina; Wisconsin or Minnesota; Illinois or Oregon; and Washington or California, are suggested.

c. Libraries and historical societies: Huntington or Bancroft Library; New York or California State Library; Massachusetts or Oregon Historical Society; Montana or Illinois Historical Societies, are suggested.

d. Business and church archives: Dupont-Winterthur or Harvard University - Baker; IBM or Wayne State University - Labor Archives; Catholic or Latter Day Saints; Presbyterian or United Brethren, are suggested.

e. Academic archives: Syracuse or Harvard; Stanford or California; Oregon or Oregon State; Virginia or North Carolina, are suggested.

Oct. 14 through 28, the team related to the topic will be responsible for discussion. Outline should be prepared by Oct. 14th and final papers on resources will be due Oct. 28th. Should be from 10 to 15 pages, typed, double-spaced, 2 copies.

Oct. 30 through Nov. 13, and again Nov. 18 through Dec. 4, one member of each team who has found material relating to his particular institution will be prepared to contribute to the discussion, and papers on these contributions will be due Nov. 13th and Dec. 4th. Should be 8 to 12 pages each, typed, double-spaced, 2 copies.

Each team will choose two documents from microfilm or the University Archives, prepare copy for publication, using as a guide Clarence E. Carter, Historical Editing ("Bulletin of the National Archives," number 7). Text should not exceed 4 typed pages and should be completed by Dec. 9th. Each team will also be responsible for the plan of an exhibit on the theme of their work.

7. Basic Bibliographical Aids:

A. Bibliographies

1. "Writings on Archives, Current Records and Historical Manuscripts" (title varies) in American Archivist. An annual classified bibliography beginning in October 1943, covering the years since July 1942.

2. Posner, Ernst. "Basic Bibliography of Writings on Public Archives Administration in the United States" in American State Archives (Chicago 1964) 377-386. (See General References below.)

3. American Archivist. Index vols. 1-20.

B. General References (available in Reserve Book Room)

025.171 J 416 — Jenkinson, Hilary
A Manual of Archives Administration 1922 and 1937 eds.

CD 3023 .J6 1969 — Jones, Houston G.
Records of a Nation, 1969.

025.171 M 916 — Muller, Samuel, et al
Manual for the ...inistration and Description of Archives, 1940.

CD 3024 .P6 — Posner, Ernst
American State Archives, 1964.

CD 935 .P6 — Posner, Ernst
Archives and the Public Interest, Selected Essays, 1967.

025.171 Sch 26 — Schellenberg, Theodore R.
Modern Archives; Principles and Techniques, 1956.

CD 950 .S29 — Schellenberg, Theodore R.
Management of Archives, 1965.

CD 931 .S75 Stevens, Rolland, ed.
University Archives, 1965.

973.062 W587 Whitehill, Walter M.
Independent Historical Societies... 1962

APPENDIX C

School of Librarianship
University of Oregon
Winter - 1970

Lib 507
Seminar: Archives
Mr. Duniway

SYLLABUS

1. Scope and Content:

To consider the legal origins of records. Traces the history of specific types from the point of view of statutory, administrative, and judicial, factors. Analyzes the content of particular record series, chronogically and by subject, and considers their uses, as legal evidence, in the administrative processes, and in research. Investigates problems which restrict the use of records.

2. Objectives of the Course:

To familiarize the student with research in legal and administrative problems involving public and institutional records.

To learn how to analyze the contents of records, to index them, and to trace their chronological development.

To provide a background for guiding research in records, with an emphasis upon governmental records.

To provide a working knowledge of problems of copyright, confidentiality, and other restrictions on use of public and private records.

3. Method of Course:

Working in related teams, students will be assigned to study legal and administrative history of groups of public records. Each will report on one particular record type. Students will then investigate and inventory such records as are available in the Eugene area, and will develop an index to the findings. As a final report each student will investigate and report on some phase of the use of records, or some phase of their restriction.

4. Team assignments:

Students will be assigned to each of the following teams:

a. Six students to study related County Records:

Marriage and divorce (Clerk & Circuit Court)	Sudduth
Voters registration (Clerk)	Mason
Probate and guardianships (Circuit Court)	Barry
Court dockets (Justice--District & Circuit)	Gallacci
Deeds mortgages and other property titles (Clerk)	Rea
Tax records (Assessor & Taxation)	Burger

b. Four students to study school records:

Pupil records in primary and secondary schools	Cunningham
Student schievement or eighth grade certificate records in Intermediate Education District Office	Tietjen
University records, Registrar's Office, University	Lopez
Census records in Eugene School District and the Intermediate Education District Offices	Schar

c. Six students to study church records:

Sacramental records for baptisms, confirmations, marriages, and burials, and membership records for specific denominations:

1. Catholic	Horn
2. Methodist	Brown
3. Presbyterian	Palm
4. Lutheran	Axtell
5. Baptist	Mitchelmore
6. Episcopal	Abraham

d. Four students to study city or local records:

1. Water and electric users	Combs
2. Criminal files (Police)	Harlan
3. Building permits and related files (Public Works)	Webb
4. Hospital patient and admission records	Pratt

6. Outline of Classes:

1. Jan. 13 - Discussion of course objectives - origin of records
2. Jan. 15 - Tools for use of legislative records, statutes & codes
3. Jan. 20 - Tools for study of judicial records, legal opinions and and court decisions
4. Jan. 22 - County records, legal history
5. Jan. 27 - Educational records, legal history
6. Jan. 29 - Churches, local history
7. Feb. 3 - City records, legal history (Tentative reports due)
8. Feb. 5 - Inventory process

9.-11. Feb. 10, 12, 17 - Field inventory discussions

12. Feb. 19 - Completion of inventories and final reports due

13.-14. Feb. 22 and 24 - Indexing of resulting data

15. Mar. 3 - Copyright and ownership problems
16. Mar. 5 - Confidentiality and restriction in use
17. Mar. 10 - Replevin or strayed records
18. Mar. 12 - Final summary

January, 1970

APPENDIX D

School of Librarianship
University of Oregon
Spring - 1970

Lib 507
Seminar - Archives
Mr. Duniway

SYLLABUS

1. Scope and Contents:

Introduction to the problems of current records management from their creation, through their use, to their ultimate disposition, with emphasis upon the Federal experience, and comparison with business and other experiences.

2. Objectives of the Course:

To analyse the basis of the recording process, and the nature of the resulting records in their various forms, and their effect upon the management process and upon archives.

To study the processes by which records are created and used, including the means by which they are transmitted.

To learn how to control the format of records through forms design, correspondence and reports control.

To consider the processes by which records are retired to storage, to archival custody or are destroyed, or otherwise dispersed.

To relate these processes to microfilm and automation.

3. Method of Course:

Formal introductory lectures will lay the foundation for the rest of the course. Students working in teams of two will be expected to present critiques and to demonstrate the use of the various Federal Records Management Handbooks. Specific brief papers may be assigned from time to time, or quizzes may be used to relate the students to the work of the others.

For each session students will be expected to have read the relevant Handbooks, upon which the class discussion will be based. Oral examinations on the whole course will be given the last three sessions.

4. Outline of Topics:

April 2 Organizing a Records Management program

April 7 The inventory as a control document

April 9 Records and their administration

April 14 Filing rules, and their uses

April 17 (Friday) Tour to Corvallis and Salem

April 21 Applying Records Scheduled (RMH) and appraisal (Horn & Combs)

April 23 Federal Records Centers (RMH) and transfer and disposal (Schar & Mitchelmore)

April 28 Agency Mail Operations (RMH) (Abraham & Barry)

April 30 Subject filing (RMH) and filing techniques (Rea & Tietjen)

May 5 Organizing a File Room (File Stations RMH) (Palm & Sudduth)

May 8 (Friday) Tour of Portland

May 12 Protecting Vital Records (RMH) and microfilming (Harlan & Lopez)

May 14 Correspondence (Form Letters RMH) (Guide Letters RMH and Plain Letters RMH) (Brown & Mason)

May 19 Forms Analysis (RMH) (Burger & Pratt)

May 21 Forms Design (RMH) (Axtell & Cunningham)

May 26 Source Date Automation (RMH), impact on archives, etc. (Gallacci & Webb)

May 28, June 2 and 4th - Comprehensive Oral Review

4870

APPENDIX E

INSTITUTE ON ARCHIVAL LIBRARIANSHIP
UNIVERSITY OF OREGON

Archival Seminar Evaluation by Participants

DO NOT SIGN

Part I

Please check the phrase that best describes your original interest

_____ librarian (can you further define)
_____ academic
_____ archives
_____ federal archives
_____ historical society manuscripts
_____ business archives
_____ state archives
_____ records management
_____ other _____ (explain)

Please indicate your top three interests as a result of the institute

_____ academic archives
_____ federal archives
_____ historical society manuscripts
_____ business archives
_____ state archives
_____ records management
_____ some phase of librarianship (indicate type _____)
_____ other archival interest _____ explain.

Part II

DIRECTIONS: Circle the number on each scale that best indicates your feelings in reference to the topic. Each topic is to be related only to the seminar. Please react to each item, inasmuch as possible, as a separate and unrelated response. They are to reflect you not others.

The Seminar approach as an appropriate teaching method

Low 1 2 3 4 5 6 7 High

Co-operative aspects as a learning experience

Low 1 2 3 4 5 6 7 High

Comprehensive character of the training

Low 1 2 3 4 5 6 7 High

Level of group interest

Low 1 2 3 4 5 6 7 High

Relationship to Archives

Low 1 2 3 4 5 6 7 High

Relationship to Records Management

Low 1 2 3 4 5 6 7 High

Part III

DIRECTIONS: Please indicate your feelings about the Institute in which you have just participated.

1. Please list what to you were major objectives of the Institute (Be Brief)

   a.

   b.

   c.

2. To what extent were each of the Institute objectives accomplished? Circle the number on each scale that best indicates your feeling.

   a. Low 1 2 3 4 5 6 7 High

   b. Low 1 2 3 4 5 6 7 High

   c. Low 1 2 3 4 5 6 7 High

3. To what extent was the core library training helpful? (circle one)

   Low 1 2 3 4 5 6 7 High

4. Which library courses were the most meaningful to you and why in a very few words?

5. Could some of these core courses be omitted, which and why?

6. To what extent were your studies outside of the School of Librarianship helpful in your training (circle one)

   Low 1 2 3 4 5 6 7 High

7. In what fields did you take such studies:

8. What were the Institute's strong points? What were the Institute's weak points? On what points were you of divided mind?

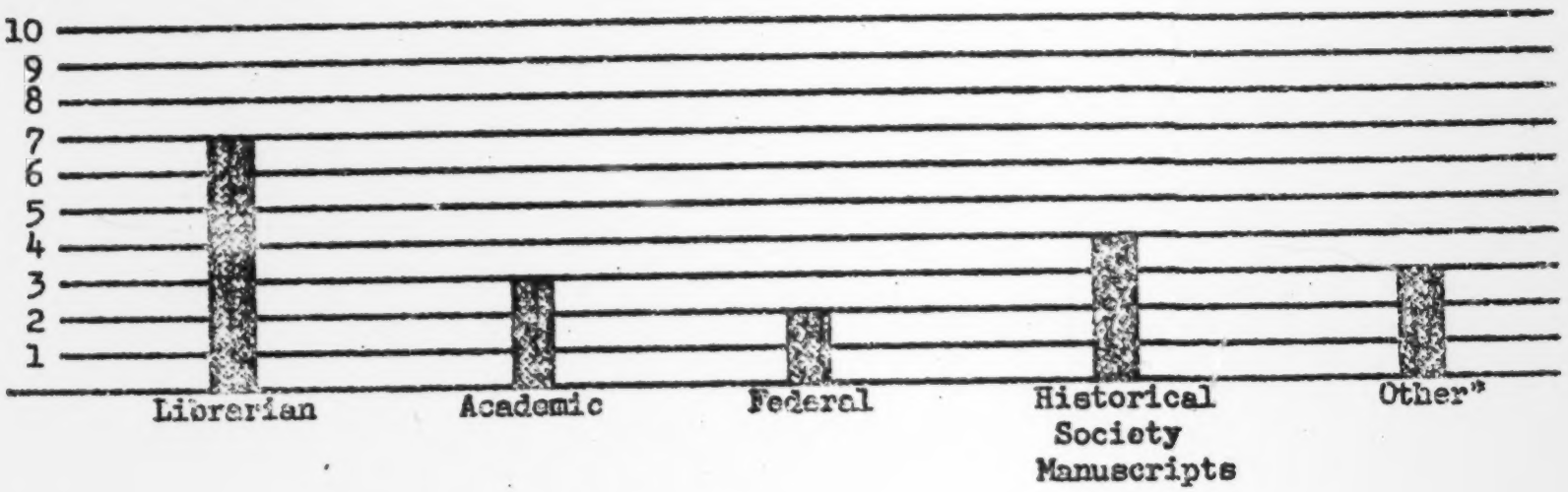
9. What supplementary or differently programmed training would you recommend for archival students in a Library School situation?

10. Additional comments on the back.

7-17-70

APPENDIX F

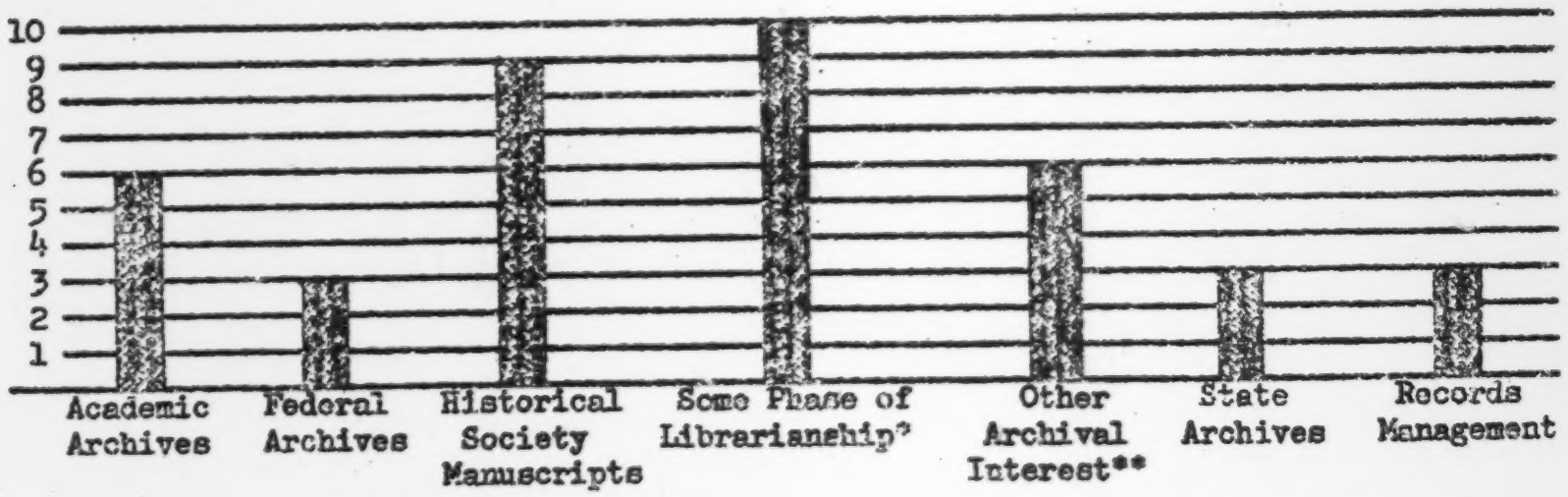
Original interest(s):



No response on: archives
business archives
state archives
records management

*Indicated were: rare books, manuscripts, etc.
records produced by media agencies
university regional manuscripts collection

Interest(s) as a result of the Institute:



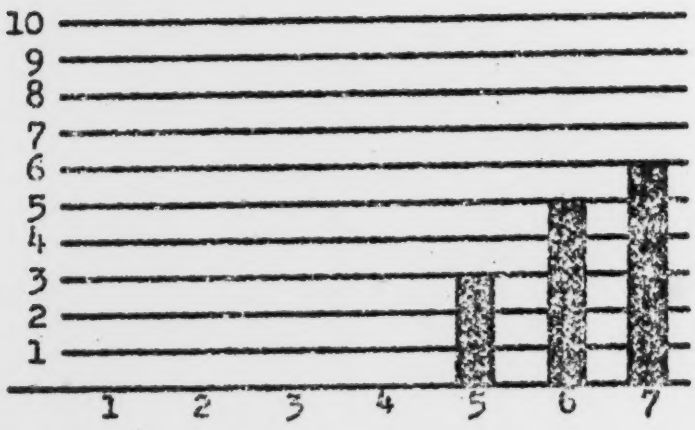
No response on: business archives

*Indicated were: administration
cataloging
college library
film
manuscripts
reference (3)
special collections (3)

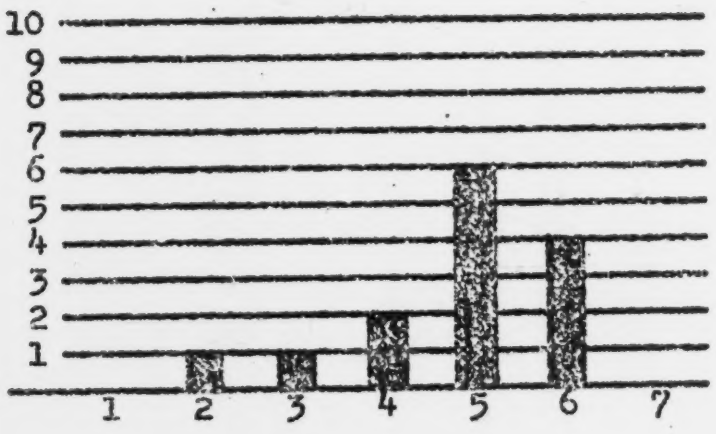
**Indicated were: geneaology and Oregon history
manuscripts
museum work
records produced by media agencies
university regional manuscripts collection

APPENDIX G

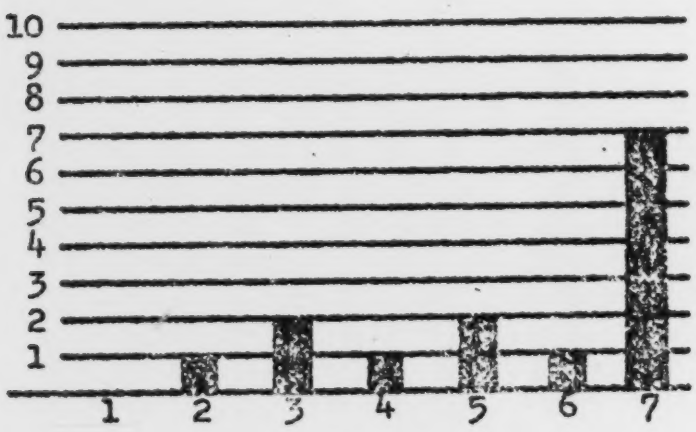
Seminar approach as an appropriate teaching method:



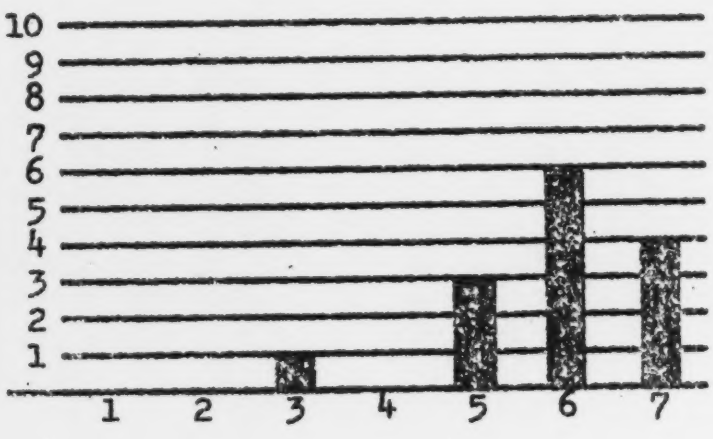
Level of group interest:



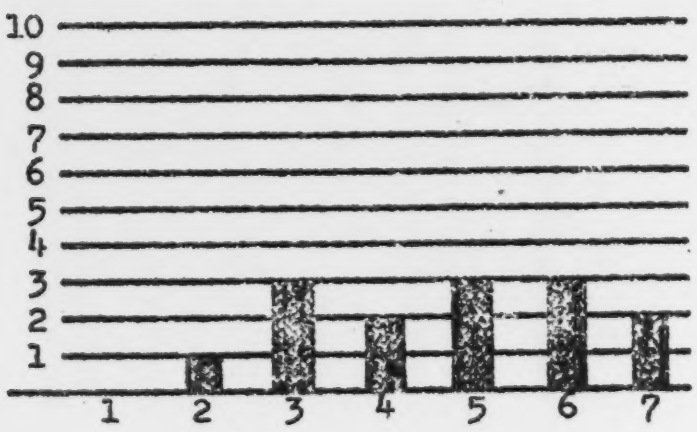
Co-operative aspects as a learning experience:



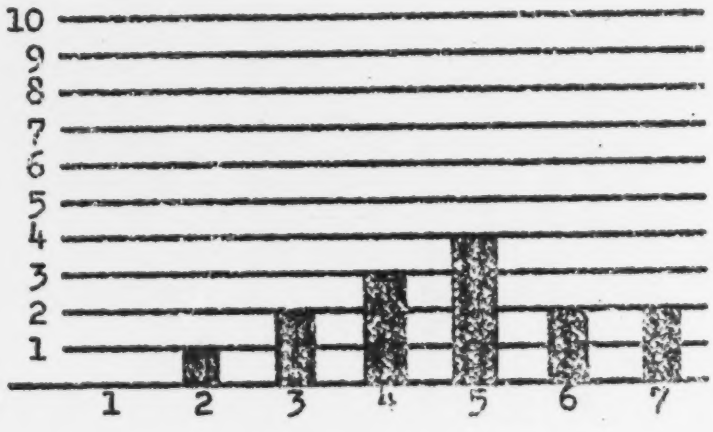
Relationship to Archives:



Comprehensive character of the training:



Relationship to Records Management:



APPENDIX H

INSTITUTE ON ARCHIVAL LIBRARIANSHIP
UNIVERSITY OF OREGON

Archival Internship Evaluation by Participants

DIRECTIONS: Please indicate your feelings about the Summer Internship in which you have just participated.

1. Please list what to you were the major objectives to be derived from the work. (Be brief)

   a.

   b.

   c.

2. To what extent were each of the Internship objectives accomplished? Circle the number on each scale that best indicated your feeling.

   a. Low 1 2 3 4 5 6 7 High

   b. Low 1 2 3 4 5 6 7 High

   c. Low 1 2 3 4 5 6 7 High

3. Would you please summarize your experience and comment on its value.

INSTITUTE IN ARCHIVAL LIBRARIANSHIP

Evaluation of Intern by Host Agency

The work of the students who are interning in the San Francisco area this summer can best be judged by the host agency. I would therefore appreciate from you a brief evaluation of each of the students assigned to you. A self-addressed envelope is enclosed.

For _____ (Student Intern)

1. Please circle the number on each scale that best indicates your feelings in reference to the topic. It would be wise to consider each item, inasmuch as possible, as a separate and unrelated response.

The student's interest in his assignment

Low 1 2 3 4 5 6 7 High

To what extent the student was able to work independently of you

Low 1 2 3 4 5 6 7 High

The student's grasp of technical problems involved

Low 1 2 3 4 5 6 7 High

The student's opportunity and ability to relate to overall problems

Low 1 2 3 4 5 6 7 High

2. Please summarize the assignments undertaken by the student, and if it would help, feel free to provide us with a copy or example of his work.

3. Would you be willing to recommend the student for a position in archival work? Would you be happy to hire him yourself?